

**INTERLANGUAGE ERRORS IN WRITING DESCRIPTIVE TEXT MADE  
THE BY 10<sup>TH</sup> GRADE STUDENTS OF SMA NEGERI 1 WURYANTORO  
IN 2014/2015 ACADEMIC YEAR**



**RESEARCH PAPER**

**Submitted as a Partial Fulfillment of the Requirements  
for Getting Bachelor Degree of Education  
in English Department**

**by**

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MUHAMMADIYAH UNIVERSITY OF SURAKARTA**

**2015**

**APPROVAL**

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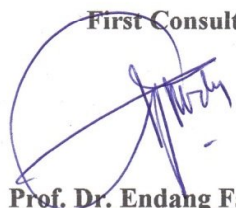
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Accepted and Approved by board of Examiners  
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on July 9<sup>th</sup>, 2015

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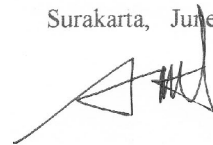
  
  
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## TESTIMONY

Herewith, the writer testifies that in this research paper, there is no plagiarism of the previous literary work which has been raised to obtain bachelor degree of university, nor there are opinions and masterpieces which have been written or published by others, except those in which the writing are referred in manuscript and mentioned in the literary review and bibliography.

Hence, later, if it is proven that there are some untrue statements in this testimony, the writer will be fully responsible.

Surakarta, June 2015



Widyantoro  
A320110042

## **MOTTO**

*“Karena sesungguhnya bersama setiap kesulitan pasti ada kemudahan.”*

*(Q.S. Al-Insyirah: 5)*

“When you exhausted all possibilities, remember this – you haven’t”

*(Thomas A. Edison)*

## **DEDICATION**

**This research paper is dedicated to:**

1. My beloved father and mother, Mr. Tugiyo and Mrs. Sularsi,
2. My young brother, Fajar Kurniawan,
3. My grandparents and my big family,
4. My friends, and
5. The 10<sup>th</sup> grade students of SMA Negeri 1 Wuryantoro.

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15. Last but not least, those who cannot be mentioned one by one that supported to finish this research paper.

The researcher realizes that this research paper is far from being perfect because of limited capability. Thus, revision, suggestion, and criticism are hoped for the perfection of this work. He wishes this research paper would be useful and helpful to all readers.

*Wassalamu 'alaikum Wr. Wb.*

Surakarta, June 2015



**Widyantoro**



## SUMMARY

**Widyantoro. A320110042. INTERLANGUAGE ERRORS IN WRITING DESCRIPTIVE TEXT MADE BY 10<sup>TH</sup> GRADE STUDENTS OF SMA NEGERI 1 WURYANTORO IN 2014/2015 ACADEMIC YEAR. Research Paper. Teacher Training and Education Faculty. Muhammadiyah University of Surakarta. 2015.**

This study aims to describe the types of lexical errors, syntactical errors and discourse errors made by the 10<sup>th</sup> grade students of SMA Negeri 1 Wuryantoro; explain the frequency of each type of errors and describe the dominant type of errors; and identify the sources of error.

The type of this research is descriptive qualitative research. In collecting data the researcher used elicitation technique. The steps that the researcher used in collecting the data are; the researcher asked the students to compose a descriptive text, the researcher collected the data and marked the errors that occurred in students' writing and documented the erroneous and classified the errors based on the theory of linguistic category and surface strategy taxonomy to classify the errors.

The results of this research are lexical errors (86 errors or 24, 85%). The errors are classified into wrong spelling (60 errors or 17, 34%), use Indonesian word/code switching (11 errors or 3, 17%) and false friend (15 errors or 4, 33%). The second is syntactical errors (238 errors or 68, 78%). The errors classified into twenty one errors namely: redundancy of phrase (7 errors or 2, 02%), misordering of phrase (31 errors or 8, 95%), omission of {-s} as plural marker (10 errors or 2, 89%), the use of verb tense from omission of {-s} in present singular form (16 errors or 4, 62%), the use of verb tense from omission of {-s} in possessive form (5 errors or 1, 44%), the use of verb<sub>ing</sub> in present form (6 errors or 1, 73%), misuse of have/has (18 errors or 5, 20%), omission of BE as full verb (47 errors or 13, 58%), addition of BE as full verb (4 errors or 1, 15%), misuse of BE (17 errors or 4, 91%), addition of article (17 errors or 4, 91%), omission of article (5 errors or 1, 44%), misuse of article (4 errors or 1, 15%), the use of pronoun from objective for subjective (3 errors or 0, 86%), the use of pronoun from subjective for possessive adjective (12 errors or 3, 46%), the use of pronoun from subjective for objective (7 errors or 2, 02%), the use of pronoun from possessive adjective for subjective (3 errors or 0, 86%), the use of pronoun from objective for possessive adjective (5 errors or 1, 44%), the use of pronoun from possessive adjective to objective (2 errors or 0, 57%), omission of preposition (13 errors or 3, 75%) and misuse of preposition (5 errors or 1, 44%). The third is discourse errors (22 errors or 6, 35%). Those errors classified into: generic structure (3 errors or 0, 86%), references (15 errors or 4, 33%) and addition of conjunction (4 errors or 1, 15%).

The researcher also found two sources of error in this research namely, interlingual errors and intralingual errors.

**Keywords: descriptive text, error analysis, interlanguage.**

## TABLE OF CONTENT

	page
<b>COVER .....</b>	<b>i</b>
<b>APPROVAL .....</b>	<b>ii</b>
<b>ACCEPTANCE .....</b>	<b>iii</b>
<b>TESTIMONY .....</b>	<b>iv</b>
<b>MOTTO .....</b>	<b>v</b>
<b>DEDICATION .....</b>	<b>vi</b>
<b>ACKNOWLEDGMENT .....</b>	<b>vii</b>
<b>ABSTRACT .....</b>	<b>ix</b>
<b>TABLE OF CONTENT.....</b>	<b>x</b>
<b>LIST OF TABLE .....</b>	<b>xiv</b>
<b>LIST OF APPENDIX .....</b>	<b>xv</b>
<b>CHAPTER I: INTRODUCTION .....</b>	<b>1</b>
A. Background of the Study .....	1
B. Problem Statement .....	5
C. Objective of the Study .....	6
D. Scope of the Study .....	6
E. Significance of the Study .....	7
F. Research Paper Organization .....	7
<b>CHAPTER II: REVIEW OF RELATED LITERATURE.....</b>	<b>9</b>
A. Previous Study .....	9
B. Interlanguage.....	16

1. Notion of Interlanguage .....	16
2. The Characteristic of Interlanguage .....	16
3. Approach of Interlanguage System.....	18
a. Adjemian's Concept.....	18
b. Selinker's Concept .....	19
c. Tarone's Concept .....	21
C. Error Analysis .....	22
1. Definition of Error Analysis .....	22
2. Description of Error Analysis .....	23
3. Error Taxonomies .....	23
4. The Levels of Errors .....	25
a. Lexical Errors.....	25
b. Grammar Errors .....	27
c. Discourse Errors.....	28
5. Sources of Errors.....	29
D. Text .....	30
1. Notion of Text.....	30
2. Descriptive Text.....	31
<b>CHAPTER III: RESEARCH METHOD.....</b>	<b>33</b>
A. Type of the Research.....	33
B. Subject and Object of the Research .....	34
C. Data and Data Source.....	34
D. Method of Collecting Data.....	34

E. Technique for Analyzing Data.....	35
F. Data Validity .....	36
<b>CHAPTER IV: RESEARCH FINDING AND DISCUSSION.....</b>	<b>38</b>
A. Research Finding .....	38
1. The Type of Lexical Errors .....	38
a. Wrong Spelling .....	39
b. False Friend.....	40
c. Code Switching .....	44
2. The Type of Syntactical Errors .....	45
a. Phrase .....	45
b. Plural .....	47
c. The Use of Verb Tense .....	48
d. Be .....	52
e. Pronoun .....	55
f. Article .....	59
g. Preposition .....	62
3. Type of Discourse Errors .....	64
a. Generic Structure .....	64
b. The Component of Discourse Error .....	67
1) References .....	67
2) Conjunction .....	69
4. The Frequency of Each Type of Error .....	70
5. The Dominant Types of Errors .....	73

6. The Source of Error .....	74
a. Interlingual Errors .....	74
b. Intralingual Transfer .....	76
B. Discussion .....	84
<b>CHAPTER V: CONCLUSSION, PEDAGOGICAL IMPLICATION</b>	
<b>AND SUGGESTION .....</b>	<b>89</b>
A. Conclusion .....	89
B. Pedagogical Implication.....	91
C. Suggestion.....	93
<b>BIBLIOGRAPHY .....</b>	
<b>VIRTUAL REFERENCES .....</b>	
<b>APPENDIX.....</b>	

## **LIST OF TABLE**

### **1. Types of Errors**

<b>Table 1.....</b>	<b>71</b>
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## **LIST OF APPENDIX**

**Appendix 1 Students' Real Composition**

**Appendix 2 Data of Erroneous Sentence**